



BENEFITS OF PHYSICAL EDUCATION FOR FEMALE STUDENTS

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ABSTRACT:

The benefits of regular physical activity are well established. Regular participation in PE activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and psychological, intellectual, social, spiritual, physical and emotional benefits.

Keywords : psychological, intellectual, social, spiritual, physical.

INTRODUCTION:

Physical action may impact the physical strength of young ladies in two ways. Initially, it can influence the reasons for sickness childhood and youth. Proof proposes a positive connection between physical movement and a large group of elements influencing young ladies' physical wellbeing, including diabetes, circulatory strain, and the capacity to utilize fat for vitality. Second, physical action could decrease the danger of endless infections in later life. Various grown-up' conditions, for example, malignancy, diabetes, and coronary illness, have their birthplaces in youth. Furthermore, general movement starting in adolescence enhances bone wellbeing, in this way forestalling osteoporosis, which transcendently influences females. (Fairelough,2005)

late years, there has been confirmation of irritatingly high rates of mental sick wellbeing among youths and significantly more youthful kids, extending from low confidence, uneasiness, and gloom to dietary problems, substance manhandle, and suicide. Juvenile young ladies are especially powerless against nervousness and depressive issue: by 15 years, young ladies are twice as likely as young men to have encountered a noteworthy depressive scene are. Young ladies are likewise altogether more probable than young men to have truly considered suicide are. Research recommends two routes in which physical exercises can add to psychological wellness in young ladies. Right off the bat, there is reliable proof that consistent movement can have a constructive outcome upon young ladies' mental prosperity. Also, examine has demonstrated that physical movement can add to the diminishment of hazardous levels of uneasiness and discouragement. (Naderp, 2003)

A scope of proof proposes that for some young ladies, sports and physical exercises are sure components of their scholastic desires and accomplishment. The exemplary investigation of the connection between physical action and school execution was done in France in the mid 1950s, in Vanves. Scientists decreased scholarly' educational modules time by 26%, supplanting it with physical exercises, yet scholastic outcomes did not compound, there were less teach issues, more prominent mindfulness and less non-attendance. (Weiss, 1987)

Concentrates that are later have discovered enhancements for some kids in scholastic execution when time for physical action is expanded in their school day. A report of three longitudinal

investigations underlines that scholastic execution is kept up or even improved by an expansion in an understudy's level of ongoing physical movement. There is impressive proof of a positive connection between young ladies' investment in games and genius instructive esteems. Concentrates from the United State report a large group of empowering discoveries including: young ladies who take part in sports will probably make scholastic progress than the individuals who don't play sports. Different investigations have recommended that games interest can help undermine conventional sexual orientation stereotyping as far as scholarly fitness, by showing a relationship between young ladies' engagement in sports and enhanced execution in science and arithmetic. (Dwier,1966)

Immature pregnancy and sexual sick wellbeing are real social issues over the globe. In spite of the fact that there is a deficiency of research here, early investigations led in the US have discovered that immature young ladies who take an interest in sports have a tendency to end up noticeably sexually dynamic sometime down the road, have less accomplices, and, when sexually dynamic, make more prominent utilization of contraception than non-brandishing young ladies. Activities are right now in progress in the creating scene that utilization sports investment as a technique for engaging young ladies to keep away from high-hazard sexual conduct. (Fairelough, 2005)

Fighting social avoidance, or the different and changing components bringing about individuals being prohibited from the typical trades, practices and privileges of present day society, has turned into a concentration of consideration for governments and nongovernment associations as of late. Therefore, positive games encounters do appear to have the potential commitment to the procedure of incorporation instruction by bringing people from an assortment of social and financial foundation together in a common intrigue. PE exercises that are characteristically significant; offering a feeling of having a place, to a group, a club or a program; giving chances to the advancement of esteemed abilities and capabilities; and expanding group capital', by creating informal communities, group attachment and municipal pride. Physical exercises may enable them to build up a feeling of responsibility for bodies and get to the sorts of action encounters generally delighted in by young men. This might be on the grounds that cooperation enlarges young ladies' confidence, or on the grounds that being a competitor conveys with it a solid open character.

When all is said in done, whatever the reasons, expanding the quantities of young ladies' partaking in sports and physical exercises seems to open up courses through which they can obtain new group affiliations and start to work all the more transparently and similarly in group life. In doing as such, young ladies' interest can test and change social standards about their parts and capacities.

1.. Factors that affect the Participation of Female Students in PE

Regular physical activity is vital for both female and male students'; however, there are differences in the barriers to participating in physical activity. The social, cultural, economic, and political factors can be considered as a major impact on women health and their ability to be physically active. Female students' experience many and varied barriers to participating in physical activity. These include lack of time, socio cultural influence, lower economic status, body image, safety and urban planning and existing health conditions (Cadilhac et al., 2009). Often the barriers are connected, as is the aiming to be physically active. Women's multiple roles both in and out of the paid work force can be the cause of these barriers as women may put others needs before their own.

1.1. Lack of enough time

Work and study commitments contribute to a lack of time for physical activity for both male and female students. In addition, to these commitments, female commonly have responsibility for organizing a household and others with in it. The support of others with their household to facilitate

female participation in physical activity is a significant enabler as female are often more time poor than men (Carig and Bittman, 2005).

The social construct of gender can mean that male and female do not reach adequate levels of physical activity due to their roles in paid and unpaid work. This extends to family commitments that are a barrier to physical activity for female more often than they are for male. With caring for others a key part of many female's lives, time spent on self-care, including physical activity can be limited.

Fourteen percent of Australian female attribute insufficient time due to family commitments as their main reason for not participating in sports or physical recreation (Canberra, 2007). People without at least one child at home were 20 percent less likely to be —sufficiently|| active than those, and as female are more commonly the primary caregivers of children, they are more likely to be physically inactive (Canberra, 2009).

1.2. Socio- Cultural influence

Physical activities are influenced by culture and this extends to concerns about public safety for women from cultural diversity. These concerns often stem from experiences of social exclusion and marginalization Perception of public safety are significantly for women whose appearance identifies them as being from certain Sports and physical activities.

Physical exercises are typically get-togethers for youngsters. Likewise, physically dynamic young people have a tendency to associate with companions. While an associate gathering can go about as capable master of standards and practices for both young men and young ladies, there is prove that they utilize and see fellowships in various ways. Studies propose that a key calculate whether young ladies take part in and maintain physical exercises was whether they had a same-sex companion with whom to take an interest. This may, to some extent, be because of the bolster structure such shared encounters can offer, particularly amid puberty, when numerous young ladies consider lessening their sense of duty regarding physical exercises that they are most restless about being rejected or barred from same-sex fellowships. For young ladies, physical exercises frequently turn out to be less critical in their lives as they, supported by weight from their companion gathering to look for different exercises related with their favored impression of gentility (Sulaiman et al., 2007).

1.3. Self-Confidence

Self-confidence is a belief in one's personal worth and likelihood of succeeding based upon one's self-esteem and general efficiency. According to (Piltz, 2002) —Players who learn the appropriate skills and competencies for effective participation in encouraging settings begin to build the intrinsic motivation patterns and positive dispositions towards activity that lay important foundations for future active lifestyles. Girls often believe everyone is watching when they take part in physical education, and no matter what game they are playing, they feel that every time they touch the ball or make a play, they are being scrutinized, evaluated, and become afraid to make a mistake (Fraser-Thomas and Beaudoin, 2004). Furthermore, gym clothes that are often provided (shorts and a t-shirt) in gym class are not very appealing to most females (Olafson, 2002), as many girls do not like to be forced to wear this type of clothing in front of their peers. How one looks in clothes and in action can impact their selfconcept.

There are many different factors which influence female's body image including expectations of and pressure from, family, peer groups, media and society both female and male experience social pressure to achieve an idea listed physical form. While male in western culture aim for a larger, more muscular build while increases their need to be physically active, this is not the case for female. The ideal form for female in western culture is a thin build. This focus on thinness reinforces the notion that females are ideally fragile and weak and does not encourage physical activity to be healthy (Women's Health Victoria, 2009).

Self-confidence can only be developed over time and as Adams-Blair (2002) concluded: —It is now understood that participation in sports and athletic activity has a positive impact on girls' lives. Women who participated in sports as [young] girls report a greater confidence, self-esteem, and pride in their social and physical selves||. Continuing to take part in physical education classes and physical activity helps build self-confidence in their abilities and ultimately with proper physical educators in the teaching profession, they will be able to continue to build that self-confidence while dealing proactively with negative comments.

1.4. Motivation

In physical education, there are times when skills are important to success. PE classes are often developed to improve certain skills while getting better at the particular sport being practiced and/or played. In order to get better at something, one needs to practice and devote time and effort to improve.

If there is a significant lack of motivation to improve a skill that is needed for physical education classes, few benefits may be found within this level of effort. For the most part, it has been observed that some females are more motivated to prioritize academic excellence and focus predominantly in courses that will grant them a better chance at post-secondary institution acceptance than athletics, sport, and fitness. Biddle and Whitehead (2008) have documented that changing priorities throughout adolescence means that physical activity is reprioritized, with many girls stating that they cannot be bothered to take part.

Some researchers have found that self-determined motivation is related to Physical Activity effort, choice, and frequency. These variables may be the key solutions, as a current International study concluded, regardless of self-determined motivation level; adolescents had higher step counts in the free choice condition compared to the structured condition. Experience suggests that within our traditional physical education courses, females are more likely to participate in the activity when there is a leader assisting the follow-through. They appear to lack the motivation and knowledge to prepare an exercise for them has decreased this initiative. Fraser Thomas and Beaudoin (2004) documented that the female motivational response to previous environmental pressures is significantly altered by the negative behavior of boys.

This is the reason why females will often not fully engage themselves to improve or work more intensely to tax the cardiovascular system in P.E. class as they are protecting themselves from negative male attention. This negative behavior (insults, inappropriate attention and comments) from boys in class is clearly displayed yet much of it is covert therefore our interventions fall short.

As physical educators, coaching and motivational strategies is employed for the entire student body (O'Brien, 2007). Possibly adding an extra physical educator assistant may be a key factor in raising this motivation.

1.5. Perceived Value

When girls pick their academic schedule, they would rather take courses that are necessary to graduate or prerequisite to university. In the province of Ontario, only one P.E. credit is necessary for graduation and it is normally taken at the grade nine levels (Policy Memorandum, 2010).

All physical education classes are labeled as open courses. Once a girl is taking universitybound courses, they would rather not take a physical education course because they do not believe that physical activity is important at school and they would rather take another university prerequisite or have a spare in their timetable to study, complete work. Therefore, it becomes a trade-off between P.E. and another course (O'Brien, 2007). Girls experience a lot of academic pressure and sense they would be better off taking courses that are university requisites or volunteer during that period off we have

found. Universities will look at their community involvement, marks for entry to their school, and using this allocated time for volunteering, as opposed to a physical education class, seems to be more beneficial.

Capacity convictions assume a noteworthy part in many hypotheses of accomplishment inspiration, for example, self efficacy, hope esteem and Goal introduction. In these hypotheses, impression of capability are expected to impact accomplishment conduct. The general conclusion is that when people feel equipped that they can be effective at a specific assignment, they will probably do the errand and keep up their exertion, even under unfavorable conditions (Wigfield et al., 1999). Along these lines, people who see they to be capable might be spurred to participate in physical action and then again pull back from exercises when they see themselves to need skill.

1.6. Lack of Support from the Stakeholders

Arguably, all schools need more funding and the educational institutions within their respective province. When funding is minimized, then resources are hard to come by (Fraser-Thomas and Beaudoin, 2004). Even maintaining equipment is very expensive. Sometimes, the physical educator must make a decision and play a game that can accommodate some students with the equipment on hand, no matter its condition or state of repair. For example, two nets and a soccer ball can allow for various types of games.

The problem is that not all girls enjoy these types of activities and some would rather experience something else that requires less sport-based participation and more flow-based movements such as dance, stretching or running. Many girls do not like to be forced to play something they do not like because that is the only equipment available. For instance, it is possible that a number of girls would love to jump on an elliptical trainer or a treadmill at times and exercise in the weight room rather than in the gym, however cost for this equipment is often too much for a secondary school or Board of Education (Fraser-Thomas and Beaudoin, 2004).

With limited equipment and limited facilities, we look for outside activities yet the elimination of the gym can deter girls from taking physical education and the limited variety of activities does not keep them interested (O'Brien, 2007). Similarly, people with lower socioeconomic status (LSES) are less likely to be physically active than those with a higher SES. In one Victorian study, 80 percent of women in the lowest socioeconomic group were physically an active compared with 67 percent of women in the highest socioeconomic group (Cadilhac et al., 2009).

The circumstance surrounding women of varying SES influences their participation in physical activity. Women of low SES often do not experience the same benefit of physical activity such as social interaction and are more likely to have negative perception of physical activity. Women from high SES groups have more opportunity to choose the form of physical activity they are involved in and this is often structure and occurs during their leisure time.

1.7. The Gender appropriateness of School Curriculum

Research on sex typing of physical activity choices has indicated consistent trends in beliefs about gender appropriate physical activities. Future choices regarding physical activity are greatly influenced by these stereotypical viewpoints. In a study by (Lee et al., 1999), elementary students explained the main reason for sex-stereotyped views was the need to feel socially accepted. Parents and other influential people expect boys to play basketball while girls are expected to participate in dance and other feminine-typed activities. If students stepped outside the realm of social acceptability, they viewed themselves at risk for some sort of social penalty. The results of these studies underscore the importance of providing a learning environment that meets the needs of all students. When girls feel

that an activity is for boys, they may not have the confidence in their ability to be successful which will ultimately influence their potential for developing skills in a wide range of activities.

Being the essential societal foundation with duty regarding advancing physical action in youngsters, school physical instruction can possibly be an intense compel against inactive ways of life: The capability of PE to achieve for all intents and purposes all kids makes it an extraordinarily vital asset. Particularly vital, in such manner, is the Primary/Elementary period of tutoring, which has the upsides of generally high engagement in physical instruction lessons, and understudies who are interested about their bodies and open to wellbeing data. While the measure of genuine action experienced amid numerous physical training lessons is presumably lacking to convey wellbeing results, physical instruction is very much put to encourage the improvement of an establishment of development aptitudes and inspirational states of mind towards recreational physical exercises, which are likely decidedly, add to wellbeing. It should be focused on that physical instruction lessons don't really advance physical movement in kids. (Weinberg, 1993)

In PE, as in any other academic subject, the curriculum shapes instruction by mapping out for teachers what students should be taught and how their acquisition of knowledge and skills should be assessed. A 2006 CDC survey found that nearly half of the nation's schools do not even have a PE curriculum. A high-quality, well-designed PE curriculum is based on national, state, or local PE standards that describe what students should know and be able to do as a result of a high-quality PE program. In a young girl's life, many times the competitive nature of sport can be draining, both mentally and physically. Do activities need to be structured? It has been found that most females will not take part in a class where structure is lacking however; they often will not create their own physical activities in a gym setting.

1.8. Teachers teaching Approach

Anecdotally, we have identified that some females would love to take physical education classes but the thought of a low mark discourages them, since parts of the marking scheme emphasize actual skills, and they believe this disadvantages them. For example, the ability to catch and throw a ball with one or two hands is a skill evaluated. Furthermore, movement skills and level of physical fitness are evaluated. If you are not highly skilled at performing this task, then ultimately your mark will be impacted accordingly. However, it is an interesting point seeing, as girls would rather not take P.E. to avoid a low mark, changing the scheme would be favorable, but in doing so we deviate from the provincial guidelines. Altering evaluation guidelines in Physical Education Curriculum is the change that needs to take place.

CONCLUSION:

Regular physical activity is vital for both female and male students; however, there are differences in the barriers to participating in physical activity.

Continuing to take part in physical education classes and physical activity helps build self-confidence in their abilities and ultimately with proper physical educators in the teaching profession, they will be able to continue to build that self-confidence while dealing proactively with negative comments.

Once a girl is taking university bound courses, they would rather not take a physical education course because they do not believe that physical activity is important at school and they would rather take another university prerequisite or have a spare in their timetable to study, complete work.

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